C
43uZpo
1892/931

THE UNIVERSITY OF CHICAGO

1892-3

PROGRAMME OF COURSES IN HISTORY

CHICAGO
The University Press of Chicago
1892

C
C 43 m 7 pa
1892/93 - 1894/95

DEPARTMENT OF HISTORY.

1892–3.

OFFICERS OF INSTRUCTION:

HERMANN EDOUARD von HOLST, Ph. D.,
Head Professor of History.

HARRY PRATT JUDSON, A. M.,
Professor of Constitutional History and Politics.

Professor of English History.

GEORGE S. GOODSPEED, B. D., Ph. D.,
Associate Professor of Ancient History and of the History of Religions.

FERDINAND SCHWILL, A. B.,
Assistant in History.

F. W. SHEPARDSON, A. B.,
Docent in History.

T. J. LAWRENCE, A. M., LL. M.,
Professor of History and International Law in the University Extension Division.

OLIVER J. THATCHER, A. B.,
Instructor in History in the University Extension Division.

INTRODUCTORY.

The courses in History are so planned as to enable the student to gain a somewhat definite knowledge of each great field of the world's progress.

The training is intended to give power of investigation and the independent judgment that marks the scholar. To that end, while of course there is considerable flexibility of gradation, yet in general as the student advances there is more and more done by him and less and less for him. The courses are grouped so as to begin with quite elementary study, in the Academic College, and, continuing progressively through the advanced work of the University College, end in the individual research of the graduate courses and seminary.

As a rule, each course is related quite directly to some other course in History, or to the work of other departments. And in making elections the student may thus have always a specific reason for choice.

FELLOWSHIPS.

To encourage original work, at least four fellowships will be assigned in the Department of History for the year 1892–3. Appointments will be made only for proved scholarship of a high character, and ability to pursue investigation with success.

PUBLICATION.

A series of studies, representing the original work of the department, will be published from time to time during the year.

FRENCH OR GERMAN.

A knowledge of French or German will be desirable for most courses in the University College, and will be required for work in the Graduate School.

SEQUENCE OF COURSES.

While the various courses, especially in the University College, are arranged generally in chronological sequence, it is by no means necessary that students take them in that order. It is often better, indeed, to study a later epoch before tracing the events that made it what it is.

I. GROUPING OF COURSES.

1. The various courses in History, with reference to their *grade*, fall into three groups:

A. Preliminary.
B. Advanced.
C. Graduate.

2. The *preliminary* courses are intended to supply the knowledge necessary to pursue with profit the advanced courses in modern history. The preliminary courses are *all minors*, and are regularly open to students in the Academic College. Students in the University College not having had this work or its equivalent, will need to take it before beginning the several advanced Modern History courses. Any student, however, who has had a good preparation in general History, or in the History of the United States, may, with the approval of the head of the department, omit the equivalent preliminary courses. Courses 3 and 5 will, in general, not be omitted.

3. The *advanced* and *graduate* courses differ in subject and method.

4. In the *advanced* courses, the *subjects* will be: primarily, Nations and Epochs; secondarily, Institutions. The *method*, of course, will vary with circumstances, but in general will include progressively more and more of research, culminating in the research courses, which are directly tributary to the graduate work.

The advanced courses are regularly open to students of the University College. All graduate students, however, may take the exercises of the advanced courses corresponding to their special work; and the second group of advanced courses is open indifferently to students of the University College or of the Graduate School. Also, students in the Academic College who have given satisfactory evidence of having done the equivalent of the preliminary courses, may, with the approval of the deans of the colleges concerned, and of the head of the department, take suitable advanced courses.

5. In the *graduate* courses, the *subjects* will be: primarily, Institutions; and secondarily, Nations and Epochs. The *method* will be mainly individual research. The various seminaries will be especially devoted to training in method.

The graduate courses are regularly open to students of the Graduate School. In some cases, undergraduates having had a sufficient number of advanced courses, may, with the approval of the head of the department, and of the deans of the colleges concerned, take such graduate courses as may seem advisable.

6. In estimating work for a degree, any course will usually be credited only in the school or college in which it is regularly given.

II. LIST OF COURSES.

[Courses marked with an asterisk will not be given in 1892–3.]

GROUP A.

PRELIMINARY COURSES—ACADEMIC COLLEGE.

(All Minors.)

1. **The Dark Ages in Europe.**
   From the fifth century, A. D., to the tenth.
2. **The Feudal Ages in Europe.**
   From the ninth century, A. D., to the fifteenth.
3. **Mediæval Institutions.**

What are commonly called the "Middle Ages" form the period of transition from the civilization of Greece and Rome to modern life. It is in this transition period that we find the sources of what exists in our own time. So a general view of the forces in operation and the form that institutions assumed in the Middle Ages, is made the basis of the advanced courses in Group B in Modern History.

4. **Outline View of the History of Modern Europe.**
5. **Modern Political Institutions.**
6. **Outline View of the History of the United States.**

A general view of the era covered in detail by the courses of Group B, in Modern History, and an elementary familiarity with the form that political institutions have now assumed, are also helpful as a preparation for advanced study.

REMARKS.

a. Courses 1-5, are introductory to 11-17, and 18-20.

b. Courses 5 and 6, are introductory to 21-25.

c. As the main object of these preliminary courses is to acquire a certain amount of knowledge as rapidly as is practicable, the instruction will be largely by lectures, with assigned readings, informal discussion and occasional test examinations.

GROUP B.

ADVANCED COURSES.

I. PRIMARILY FOR UNDERGRADUATES—UNIVERSITY COLLEGE.

7–11. **Antiquity.**

7. **The General History of Antiquity to the Persian Empire.**
   Double Minor, 5 hrs. a week.
   ASSOCIATE PROFESSOR GOODSPEED.

8. **Greek History (from 600 to 300 B. C.)**
   Minor, 5 hrs. a week.
   MR. SCHWILL.

*9. **The Rise and Decadence of the Roman Republic.**
Double Minor, 5 hrs. a week.
Mr. ——

10. **The Fall of the Roman Republic and the Development of the Empire.** Double Minor, 5 hrs. a week.
Mr. Schwill.

Courses 8–10 are open to students of the Academic College. It is intended in these courses to analyze the Greek and Roman political systems, and to trace their unfolding to the time of the Teutonic migration. The work will be topical. No text book will be used, but students will be expected to have one or more specified works, and assigned reading in the library will supplement them. Informal lectures and discussions, and reports by students on special topics, will be the general method of work.

11–17. **Modern Europe in General.**
Professor ——

11. **The Renaissance in Western Europe.** Major, 10 hrs. a week.
12. **The Protestant Revolution.** Major, 10 hrs. a week.
*13. **The Thirty Years' War.** Major, 10 hrs. a week.
*14. **The Age of Louis XIV.** Major, 10 hrs. a week.

These connected courses give a somewhat detailed study of the development of European institutions from the end of the Middle Ages to the early part of the eighteenth century. Courses 1–5 are introductory to them. Students making Modern History a main study will take all. Other are advised to take at least two of these four, in addition to the preliminary courses, before 15–17.

The work will be topical. While no text book will be used, students will be expected to have one or more specified works, and the library will be employed largely. Informal lectures and discussions, and reports by students on assigned topics, will be the general method. While it is sought to get a broad and philosophical view of the social and political evolution of Europe in the important period covered, the main object is to lead the student to habits of independent study and thought, to comparison of views, and to research. A thesis or review will be required in each course.

15–17. **The Political History of Europe since 1815.**
Three Minors, 5 hrs. a week.
Professor Judson.

15. **The Great Central States.**
16. **England, Russia and the Balkan Peninsula.**
17. **Greater Europe** (European Possessions and Interests out of Europe).

It is the object of this course to give a connected view of the trend of general European politics from the Congress of Vienna to the present time. The settlement of 1815 is made the starting point, the period from 1815 to 1848 is passed over rather lightly, and the reconstruction of Europe since that year is studied in some detail. Particular attention is given to the analysis of constitutions.

Students are advised to have Müller and the last two volumes of Fyffe. The work will be topical, and mainly in the library. Much will be done with periodicals, and with the annual cyclopedias, the year books, and the like. The present condition of politics will be made clear, and the main questions of present general interest will be studied with care.

A thesis or review will be required each term.

18–20. **England.**

18. **Roman and Saxon England.** Minor, 5 hrs. a week.
PROFESSOR ——.

19. **England from the Norman Conquest to the Renaissance.**
Major, 10 hrs. a week.
PROFESSOR ——.

20. **The English Revolutions in the Sixteenth and Seventeenth Centuries.** Major, 10 hrs. a week.
PROFESSOR ——.

Course 18 will be especially useful to students of Old English language and literature.

Courses 19 and 20 are of special importance to students of American History. The stress will be laid on the development of the English constitution, and on social evolution. The economic history of the fourteenth, fifteenth and sixteenth centuries, and the rise and growth of the house of commons and of cabinet government, with the great statutes and documents, from magna charta to the bill of rights, will be studied in detail.

The method of work will in general be as in Courses 11–14.

21–25. **America.**

21. **The Discovery and Settlement of America.**
Minor, 5 hrs. a week.

A study of the commercial and political conditions in Europe that led to the voyages of discovery; the early explorers; the first settlements by Europeans on American soil.

22. **European Colonies in North America.**
Double Minor, 5 hrs. a week.

The conditions in Europe that led to extensive colonization. The struggle among European powers for the possession of America. Development of the colonies.

23, 24. **The Political and Constitutional History of the United States, from the Formation of the Confederation to the War of Secession.** Two Double Minors, 5 hrs. a week.
PROFESSOR JUDSON.

This course will trace the history of American politics and government, from the attempt to form a union to the attempt to destroy it. The method will be by informal lectures, topical investigation and reports by students, free discussion, and a thesis or review each quarter.

Course 23 will consider the confederation and its working, the constitutional convention and the constitution, the organization of national government by the Federalists, and its conduct by that party until the political revolution of 1801.

Course 24 will trace the administration of affairs by the party of Jefferson to the treaty of Ghent, the reconstruction of parties, the economic questions dividing the parties of Clay and Jackson, the slavery question to the secession of the cotton states in 1860–1.

After 1892–3, Courses 23–24 will be open only to students having taken at least four advanced minors in English or American History (Courses 18–22).

25. **The Latin-American Republics.** Minor, 5 hrs. a week

A study of the development of free institutions in Mexico, Central America and South America. A knowledge of Spanish will be desirable, but not essential, for this course.

II. For Undergraduates and Graduates.

(All Minors.)

A few courses in the history of institutions are offered in the University College. They are, as a rule, open only to students having had not less than three advanced major courses in History, or their equivalent in minors. Students intending to do graduate work are advised to take at least two courses in institutions. These courses are all open to graduate students.

26. **The Constitutional History of England to 1714.**
Double Minor, 4 hrs. a week.
Professor ——.

This course is designed for students having a good knowledge of general English History, and will treat simply of the development of government and of the settlement of constitutional principles. The method will be similar to that of Courses 11–14.

27. **International Law.** Double Minor, 4 hrs. a week.
Professor Lawrence.

28. **Political Philosophy.** Minor, 4 hrs. a week.
Professor Lawrence.

29. **Presidential Elections in the United States.** Minor, 4 hrs. a week.
Mr. Shepardson.

30. **Territorial Growth of the United States.** Minor, 4 hrs. a week.
Mr. Shepardson.

*31. **Military Science of the Romans.** Minor, 4 hrs. a week.
Professor Judson.

32. **The Rise of Commerce in the Middle Ages.** Minor, 4 hrs. a week.
Mr. Thatcher.

Course 32 is a study of the causes and conditions of the commercial development of Europe from the eleventh century to the fifteenth.

The research courses will be open to students of the University College who receive permission, and to graduate students. These courses are preparatory to that of the historical seminary in the Graduate School, and are designed to give students preliminary training in methods of investigation. But one course is offered for 1892-3.

33. **Preparatory Seminary—Selected Topics in the History of the United States.** Three Double Minors, 2 hrs. a week.
PROFESSOR VON HOLST.

GROUP C.

GRADUATE COURSES.

PRIMARILY FOR GRADUATES.

34. **American Constitutional Law.** Double Minor, 4 hrs. a week.
PROFESSOR JUDSON.

Selected cases, with discussion of main principles settled. The work will be in the way of informal conference, with individual study of special subjects.

35, 36. **Comparative Politics.** Two Double Minors, 4 hrs. a week.
PROFESSOR JUDSON.

A comparative study of the development of local and state government in the United States, and of the national government under the constitution, together with some distinctive European constitutions. Each student will have a special subject for research, besides the general subject which all will study together. This will be virtually seminary work.

37. **English Constitutional Law.** Minor, 4 hrs. a week.
PROFESSOR ——.

Discussion of main principles settled in the eighteenth and nineteenth centuries.

*38. **American Archæology.** Double Minor, 4 hrs. a week.
MR. ——.

39–49. **Institutions of the Ancient Orient.** All Minors, 4 hrs. a week.
ASSOCIATE PROFESSOR GOODSPEED.

39. **Early Historical Religions.** Double Minor.
40. **Introduction to the History of Religions.**
*41. **Babylonian Religious Texts.**
42. **Egyptian Religious Texts.**
43. **The Vedas.**
44. **Studies in Assyrian Historical Texts.**
*45. **Studies in Egyptian Historical Texts.**
46. **The Avesta.**
47. **The Sacred Books of China.** Double Minor.
48. **Geography in Its Relation to Ancient History.**
49. **Social Life of the Ancient East.**

50–52. **Ancient Nations.** All Minors, 4 hrs. a week.
Associate Professor Goodspeed.

50. **Beginnings of History in Babylonia.**
51. **Beginnings of History in Egypt.**
52. **History of Ancient India.**

53–55. **The French Revolution and the Era of Napoleon.**
Three Double Minors, 4 hrs. a week.
Professor von Holst.

53. **The French Revolution.**
54. **The Ascendency of Napoleon.**
55. **The Overthrow of Napoleon.**

Courses 53–55 are open to all students of the University College and of the Graduate School, who may be interested in the subject, on the sole condition of regular attendance. The examinations at the end of the several terms will include only students registered for the courses.

The subject will be treated in lectures. Nothing will be prescribed as to the manner in which the student may retain the knowledge imparted, but all will be left free to follow their own devices. The advice of the professor will ever be at the service of the students, but it will be given with a view to rendering them independent, so that they may become able to find their way without help.

As the topic of each quarter is a unit by itself, it will be seen that it is not necessary for a student to take the lectures for the entire three quarters.

RESEARCH.

56. **Seminary. Topics in American History.** Six Minors, 2 hrs. a week.
Professor von Holst.

In this seminary some historical problem will be studied conjointly. Besides, every student is to work out some special thesis, which may be connected with the main study, though that is not necessary. The selection of these special theses will largely be left to the students themselves, and the time allowed for the work will depend on the nature of the case.

The seminary is to serve a double purpose. The immediate and main object is for the student to learn how to use original sources. At the same time his knowledge is to be enlarged, deepened and rectified.

III. CHOICE OF COURSES.

In electing courses in History, the student will usually have one of three objects, and choice should be governed accordingly:

1. General knowledge, such as any liberal education should include.

With this object, the student will take the courses in Group A, which will then naturally be supplemented by perhaps two or three major courses, or their equivalent, in Group B.

3 0112 105738204

2. Special knowledge, as bearing on some other subject; *e. g.*, general English History, by way of introduction to English literature.

With this object, the student should select suitable courses in consultation with the instructor in the main subject.

3. Thorough knowledge of some considerable field of History, and training in historical method.

It will be observed that the various fields of History are covered by courses mutually correlated, and which, taken together, give a comprehensive view of the subject. For instance, the several courses in the History of Antiquity, and of Religions, supplement one another, and form a full and well-rounded discussion of the entire history and religion of the Ancient Orient.

With this object, then, the student will follow a definite line of study carefully adjusted with reference to work in other departments. The history of institutions and the research courses will be especially important.

While the chronological order of courses in any given field is the natural one, yet such order is not always essential.

IV. HISTORICAL WORK IN OTHER DEPARTMENTS.

Attention is called to courses of a historical nature in some other departments.

The History of English Literature will be treated in the department of English.

The History of Modern Religions, in the Divinity School.

Courses 2, 5, 12 and 13, in Political Economy treat of various phases of economic history.

NOTE.—A more detailed programme, with a full description of courses will be published in the autumn.